

THE EFFICACY OF WORKSHOP MODEL IN TEACHING READING COMPREHENSION

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Abstract: This research is about the efficacy of workshop model in teaching reading comprehension. The aims of this research are to find out whether the use of workshop model is efficacious to improve the reading achievement of the sixth semester English department students of Cokroaminoto Palopo University and to find out the students' interest toward application of workshop model in learning reading comprehension. This research employs quasi experimental design. The population of this research is the sixth semester students of English department of Cokroaminoto University Palopo in academic year 2012/2013. The sample of this research is the sixth semester students in academic year 2012/2013 where consist of 60 students. This research use cluster random sampling technique. The research data are collected by using two kinds of instruments namely: reading test for the students' reading comprehension and questionnaire for the students' interest. Data on the students' reading skills is analyzed by using descriptive and inferential statistics, and data on the students' interest is analyzed by using Likert scale. The results of the research are: (1) workshop model can improve reading achievement of the students of English department of Cokroaminoto Palopo University, and (2) the students are interested in learning reading comprehension through workshop model. It can be concluded that the workshop model in the teaching process is effective to be implemented in improving the students' reading achievement in terms of literal, interpretive and extrapolative level, and the students have high interest toward workshop model in teaching reading process.

Keyword: *reading comprehension, efficacy, workshop model*

Introduction

Reading is important and as a vital skill because proficiency in reading contributes most to self-dependence in learning. Besides, a good reader is also more likely to become an efficient user of a language than one who is deficient in reading. William (1991) states that the effective reader brings with the ability to recognize the purpose of the text as a whole, to see how the text is recognized and to understand the relationship between sentences.

Related to description above, comprehension should be considered the heart of reading instruction, and the major goal of that instruction should be the provision of learning activities that will enable students to think about and react to what they read. Students need the comprehension that can help them to get the meaning from reading materials.

There are some researches results indicate that most of Indonesian students still find difficulties to comprehend English textbook. Accordingly, Rozak (2011) found that there are some difficulties faced by the students such as; the students cannot identify the purpose of the text, they get difficulty in understanding the familiar English vocabulary that used in the text, some students are difficult to get the meaning in explicit information, some students have low motivation in learning reading.

Workshop model is a good method that can be used to teach reading. Jennifer (2010:23) states that reading workshop is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model also helps teachers to keep students' interest as they think about what they want to know and what they have learned. One of ways to avoid behavior problems right from the start, take control of classroom with reading activities that engage students right away. There are two research questions in this research, such as:

1. Is the use of workshop model efficacious to improve students' reading achievement?
2. How is the students' interest in learning reading comprehension toward the application of workshop model?

Definition of Reading Comprehension

Gregson (in Anas, 2008:14) defines that comprehension is the ability to understand and interpret spoken and written language. It also implies that comprehension is a subject in its own right whereas comprehension should be the means of learning and comprehension runs through every activity included the curriculum, and extend in to every faced of leaving.

Workshop Model

Jennifer (2010:87) defines that the Reading Workshop is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and

meet the needs of all their students. Reading Workshop helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance.

a. Mini lesson

The 10 – 20 minutes mini lessons gives teacher the opportunity to give direct instruction to students and model the lessons using authentic literature.

b. Read aloud

The read aloud is an activity in which the teacher reads a book aloud to the whole groups. The purpose of reading aloud is to model appropriate reading behavior and reading strategies.

c. Independent reading and conferring

Independent reading is the heart of the reading workshop. This is the time when students practiced strategies modeled in the mini lesson or practice reading. Student can read alone, in pairs, or in small response group. Teachers have the opportunity to confer with the students or teach reading lesson or have a small group lesson on a specific strategy or skill.

b. Guided reading

Guided reading is a form a small group instruction, the teacher works with a small group of students that are on the same reading level. Each student usually has their own text and the teacher works with the students on skills depending on their needs, weather it is phonemic awareness, work attack skill, fluency, or reading comprehension.

c. Present the tasks

In this session the teacher give time to each group to present their reading, consist of understanding by answered some questions from the text.

d. Response and reflection

Students need opportunities to respond and reflect about what they are reading. It helps clarify their thinking, ponder question, and develop divergent thinking.

e. Sharing

The class regroup to discuss what they learned or did in their group, such as which strategies they employed for reading or project they worked on.

Methodology

In this research, the researcher applied quasi experimental design that consist of two groups, namely experimental group and control group. The procedure of collecting data from both experimental and control groups were presented in chronological order such as: pretest, treatment, posttest, questionnaire. The researcher collected and analyzed the data from the test and the questionnaire by using SPSS version 18.

Findings

- a. The mean score and the standard deviation of the students' reading achievement in pre test and post test.

Table 1 The Mean Score and Standard Deviation of the Students' Pretest and Posttest

	Group	Mean	Standard deviation
Pre test	Experimental Group	58.00	6.16
	Control Group	57.61	5.91
Posttest	Experimental Group	80.22	5.53
	Control Group	68.77	6.44

- b. Test of Significance (T-test)

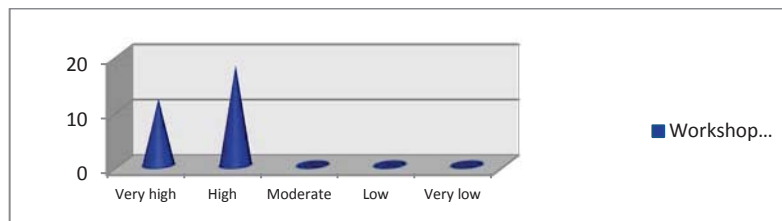
Table 2 The Probability Value of T-Test of the Students' Achievement on Control and Experimental Group.

Variables	P-Value	(α)	Remarks
Pretest of experimental and control group	0.80	0.05	Not Significance Different
Posttest of experimental and control group	0.00	0.05	Significantly Different

Students' Interest

The data of students' interest toward the application of workshop model in teaching reading comprehension was described in the following figure.

Figure:



Discussion

1. The students' reading comprehension achievement

Based on the findings above, the comparison of the improvement of students' achievement of experimental and control group can be proved by analyzing the posttest result. The result shows that the mean score of the students' posttest both the groups increased after giving the treatment. It can be seen through the mean score of the students' pretest was 58.00 becoming 80.22 for the experimental group, while the students' pretest for control group was 57.61 becoming 68.77, in this case, both of the groups improved after giving a treatment, but in experiment group was higher than the control group ($80.22 > 68.77$). The result of posttest indicated that the use of workshop model give significant progress toward students' achievement.

Comparing with the students pretest and posttest, the result of the pretest for both of the groups, experimental and control group were almost the same level. The differences between the two groups can be seen from the mean score of pretest and posttest. The mean score of pretest and posttest which was obtained from experimental group were 58.00 and 80.22; the students' achievement increased about 22.22. While, the mean scores of pretest and posttest for the control group were 57.61 and 68.77; the students' achievement increased about 11.16. It means that students' pretest and posttest scores for both groups are statistically different, where the mean score of pretest for both groups were in the same level before being given a treatment. However, after treatment, there was a significant difference.

By seeing the result of students' pretest, the writer assumed that the prior knowledge of the students seem lack because the students did not have any knowledge about the test or they are not given the treatment yet by using workshop model, as Rozak (2011) stated that there some problems in reading activities such as: the students cannot identify the purpose of the text; they get difficulty in understanding the familiar English vocabulary that used in the text; some students are difficult to get the meaning in explicit information; some students have low motivation in learning reading.

Based on the reading comprehension level, the students' achievement on experimental group was significantly improved. In experimental group, the students' achievement on literal level was higher than interpretive and extrapolative level. Likewise on control group, the students' achievement also improved on three levels. Even though the score of both groups improved significantly, the mean score of experimental group was higher than control group.

As stated by Abbot (2008:5) that choosing appropriate teaching techniques become evidence so that our learner will read effectively when the material presented to them. The choice of teaching learning strategy must be considered by teacher in getting the teaching goals that have been formulated.

After seeing the result of the data analysis, the writer found that the p-value was lower than α ($0.00 < 0.05$), where the p-value (0.00) at the level of significance (0.05) and the degree of freedom 58. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of workshop model significantly affects students' achievement. It was concluded that the application of workshop model was able to give greater contribution in teaching and learning process.

2. Students' interest.

Based on the results of the research shows that most of students interest in workshop model in learning English especially for reading comprehension. This is based on Table 4.14 showing that 12 students feel strongly agree and 18 students feel agree to the most of statement related to students' interest toward workshop model in learning English especially in teaching reading.

The analysis showed that the application of workshop model in learning reading influenced to the students' interest. This means that there was a good applicable method in teaching reading comprehension. In other words, the students' interest is the indication of a degree of success that a foreign language student is likely to have in real given foreign language setting. As stated by Nasution (2006:31) that interest is something very necessary for someone in doing better activities. It can be stated that interest has very strong influence on someone to change the behavior or attitude in their profession.

Conclusion

Based on the research findings and, the writer concludes the result of this research as follows:

1. The use of workshop model in teaching reading comprehension improved the students' achievement. It can be seen from the students' mean score of posttest is 80.22 for Experimental Group, while for Control Group the students' mean score of posttest is 68.77. The T- Test of the students' reading achievement in experimental and control group in posttest was smaller than α ($0.00 < 0.05$).
2. The students are interested in learning English through the use of workshop model. It refers to the means score of the students' interest was 84.06 which is categorized as high interest. Therefore, the conclusion is the students have high interest in reading comprehension through the use of workshop model.

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